# PSYC 3320, Spring 2022

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. I will not make adjustments that impose additional burdensome requirements, but may make some to adapt to unanticipated technological issues or to implement innovations that might enhance student engagement. For the latter I am open to and will solicit inputs from students in the class.*

***Instructor Information***

### Instructor(s)

Daniel S. Levine

### Office Number

Life Sciences 414

### Office Telephone Number

817-272-3598

**Email Address**

levine@uta.edu

### Faculty Profile

<https://mentis.uta.edu/explore/profile/daniel-levine>

### Office Hours

Tuesday and Thursday 2-3, or by appointment (face-to-face or via Teams)

## Course Information

### Section Information

**PSYC 3320-001**

### Time and Place of Class Meetings

There will be regular class meetings on Tuesdays and Thursdays from 3:30 to 4:50 PM: online via Teams through February 4, 2022, and in Life Sciences 119 if COVID protocols are relaxed after that date. The class meetings can also be attended online via Teams throughout the semester. Formal attendance will not be taken but students are strongly advised to attend.

For those who cannot attend, links to the class lectures will be provided via Canvas. PowerPoint slides of the lectures, based on the Petri-Govern chapters, will be available on Canvas under the Modules for the appropriate chapters.

### Description of Course Content

Theory and research involving relation of motivation and emotion to learning theory, social behavior, personality, and development.

### Student Learning Outcomes

*Overall goals of course*: To understand different sources of human motivation (physiological, cognitive, social, and emotional) and the interrelationships among these sources.

To appreciate both the strengths and the limitations of different grand theories in the history of psychology, such as will; instinct; drive; evolutionary psychology; cognitive information processing; Freudianism and ego psychology; humanistic psychology.

To be able to apply this knowledge to different “real-world” settings including employment, education, sports, clinical practice, and criminal justice.

| **Module #** | **Module Objective** | **Assessment** **(graded)**  | **Activity** **(ungraded)** | **Materials** **(readings, videos, etc.)** |
| --- | --- | --- | --- | --- |
| Getting started | Understanding the course requirements |  | First half of first class | SyllabusStudy guide (to be used on tests) |
| Ch. 1-3 | Demonstrate ability to discuss general theories and some biological bases of motivation | Test on all three chaptersDiscussion on one article | Lectures, pre-test review, post-test review | Recorded lectures, PowerPoint files, articles, Youtube videos |
| Ch. 4-6 | Demonstrate ability to discuss innate and learned satisfaction of biological drives | Test on all three chaptersDiscussion on one article | Lectures, pre-test review, post-test review | Recorded lectures, PowerPoint files, articles, Youtube videos |
| Ch. 7-9 | Demonstrate ability to discuss some cognitive and social aspects of motivation | Test on all three chaptersDiscussion on one article | Lectures, pre-test review, post-test review | Recorded lectures, PowerPoint files, articles, Youtube videos |
| Ch. 10-12 | Demonstrate ability to discuss attribution, competence, control, and emotion | Test on all three chaptersDiscussion on one article | Lectures, pre-test review, post-test review | Recorded lectures, PowerPoint files, articles, Youtube videos |
| Termpaper | Applying motivational principles to a topic of the student’s own interest | Termpaper graded for both depth and style | Lectures, pre-test review, post-test review | Termpaper guidelinesPast termpaper topics |

### Required Textbooks and Other Course Materials

*Textbook*: Petri & Govern, *Motivation: Theory, Research, and Applications*, 6th ed. Please get the latest edition as either a print book or e-book: The course materials refer to chapters and page numbers, which are different between the last two editions. I have been informed that the printed book and e-book are available by rental from Amazon.

*Study guide*: Short answer questions on all tests will be taken from the course study guide, *3320Motivation Study Guide 6e edited 103018.docx*, which is available on Canvas in the Module entitled Chapters 1-3. Most of its questions are from the textbook; a few deal with issues covered in the lecture slides but not in the textbook.

### Descriptions of major assignments and examinations

*4 tests*, one of them a final, but all of equal value and each covering 3 chapters of the Petri-Govern book. Each student must complete at least 3 of the 4 tests to pass the course. The first test will be online, and I will monitor the COVID situation thereafter to see whether some tests can be scheduled in the classroom; in any event the online testing option will be available then as well. *Taking tests online will require the LockDown Browser and Respondus Monitor, which can be downloaded via the Help on the left hand side of Canvas.* Short answer questions on each test will be taken from the Study Guide (see above). Essay questions will be taken from essay question files posted on the appropriate Canvas Modules (Chapter 1-3 for the first test, 4-6 for the second test, 7-9 for the third test, 10-12 for the final) and/or from applications of motivation principles to real-life situations.

*1 termpaper* on a topic of the student’s choosing related to motivation, due shortly after the final exam. The termpaper will go through Unicheck to check for percentage of text shared with other sources. *The shared text must be less than 50% for the termpaper to be accepted*. The Canvas Module entitled “Termpaper” includes files with guidelines and past topics. Around Spring Break each student should submit their proposed termpaper topic to the instructor. There is *no chance* the instructor will reject the proposed topic but he might suggest that it is too broad to be likely to yield a GOOD paper (e.g., motivation for education) and that the student should stay within that topic but narrow it down (e.g., motivation for learning undergraduate nursing classes). The instructor will schedule individual conferences with students about their termpapers via Teams as time permits.

*Discussions* – Each student will be required to participate in 3 discussions of questions posed by the instructor on journal articles (6 to 14 pages each) that will be posted both within the discussions and in the chapter modules. There will be an article that is relevant for the topics of each of the textbook chapters. Students will be assigned to the discussions of 3 out of the 9 articles, based on their last names (e.g., for the discussions based on Chapters 1-3, students with names ending in A-H will take the Chapter 1 article, I-Q the Chapter 2 article, and R-Z the Chapter 3 article). Each student assigned to an article must pose a response both to a question and to at least one response by another student about that question. If students suggest questions for discussion, those may be substituted for the journal articles at the discretion of the instructor. Once a month there will also be break-out sessions in which groups of about ten students will meet to discuss issues raised by the class themes, in person and/or via Teams.

### Grading

Each test is worth 100 points – 60 for 15 short answer questions, 4 points each; 40 for 2 essay questions, 20 points each. A student who takes 4 tests will get up to 300 points for the BEST THREE test grades (the lowest will be dropped). A student who takes only 3 tests will get the sum total of the grades on those 3 tests. So the final is optional if the student is satisfied with the grades they have made on the other three tests.

The termpaper is worth 80 points – 40 for depth of coverage and 40 for writing style.

Each of the 3 discussions is worth 12 points – up to 8 for your own response and up to 4 for your response to one or more other students.

In addition there will be a discussion posting called “Hi Y’all” where you introduce yourself to other students and to me and describe ambitions, major, hobbies, pets, et cetera. That is worth 2 points toward the grade.

Students can earn up to 10 points extra credit for participation in laboratory experiments under the SONA system; see <https://uta.sona-systems.com>. The points are added to the total at the end of class, as follows:

|  |  |
| --- | --- |
| **Experiment credits (rounded)** | **Class points** |
| .5 | 2.5 |
| 1 | 5 |
| 1.5 | 7.5 |
| 2 or more | 10 |

There will also be the possibility of extra credit based on doing chapter summaries or suggesting discussion points from Dr. Levine’s 2021 book, *Healing the Reason-Emotion Split*.

### Make-up Exams

Any student who has missed one of the first three tests has the option of taking during the last week of classes a make-up which will be a different test than the original but covering the same material. Students who have missed a test will be reminded about a week before the start of the last week and asked if they intend to take the make-up. If they do not choose to take the make-up their total test grade will be based on the other three tests including the final. No excuses are necessary for missing a test. *But anyone who has not taken at least three tests by the end of the semester, or turned in their termpaper, and is otherwise passing will receive a grade of Incomplete*.

### Expectations for Out-of-Class Study

Students should expect to spend about 9 hours per week outside of class reading the textbook and articles, studying the PowerPoints and lectures, preparing for exams, et cetera.

### Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

## Course Schedule

 **Course Outline for PSYC 3320 Spring 2022 (Levine)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Dates** | **Materials** | **Assessment** | **Activity** |
| General theories, evolutionary influences | January 18 to 20 | Text Chapter 13320basics.pptEvolution and motivation.pptDeWaal (1995) | Discussion posting due February 15 | Lectures |
| Genetic contributions | January 20 to 25 | Text Chapter 2Genetic contributions.pptMore genetic contributions.pptShettleworth (2001) | Discussion posting due February 15 | Lectures |
| Physiological mechanisms of arousal | January 27 to February 1 | Text Chapter 3Arousal and sleep.pptStress.pptRoos and Cohen (1987) | Discussion posting due February 15 | Lectures |
| **Review and test** | February 3 to 10 |  | **TEST ON CHAPTERS 1-3** **TUESDAY FEBRUARY 8** | Pre-test reviewPost-test review |
| Physiological mechanisms of regulation | February 15 to 17 | Text Chapter 4 and pp. 96-98Hunger and eating.ppt Obesity.ppt; Thirst.pptSex and aggression.pptRodin (1981) | Discussion posting due March 21 | Lectures |
| Conditioning and learning | February 22 to 24 | Text Chapter 5Conditioning.pptSeligman (1970) | Discussion posting due March 21 | Lectures |
| Incentive motivation | February 24 to March 1 | Text Chapter 6Incentive Motivation.pptRobinson and Berridge (2001) | Discussion posting due March 21 | Lectures |
| **Review and test****MARCH 15 TO 17: SPRING BREAK** | March 3 to 10 |  | **TEST ON CHAPTERS 4-6****TUESDAYMARCH 8** | Pre-test reviewPost-test review |
| Hedonism and sensory stimulation | March 22 to 24 | Text Chapter 7Hedonism and Sensory Stimulation.pptGardner (1972) | Discussion posting due April 21 | Lectures |
| Expectancy-value approaches | March 24 to 29 | Text Chapter 8Expectancy-value Theory.pptAtkinson and Litwin (1960) | Discussion posting due April 21 | Lectures |
| Social motivation and consistency | March 31 to April 5 | Text Chapter 9Social Motivation.pptFestinger and Carlsmith (1958) | Discussion posting due April 21 | Lectures |
| **Review and test** | April 7 to 14 |  | **TEST ON CHAPTERS 7-9** **TUESDAY APRIL 12** | Pre-test reviewPost-test review |
| Attribution approaches | April 19 to 21 | Text Chapter 10Attribution.pptRoss, Amabile, and Steinmetz (1977) |  | Lectures |
| Competence and control | April 21 to 26 | Text Chapter 11Competence and Control.pptSheldon et al. (2001) |  | Lectures |
|  |  |  |  |  |
| Emotions | April 26 to May 3 | Text Chapter 12Emotion.pptIzard (2011) |  | Lectures |
| **Review, test, termpaper** | May 3 |  | **FINAL ON CHAPTERS 10-12, TUESDAY MAY 5** **TERMPAPER DUE WEDNESDAY MAY 6** | Pre-test review |

Online tests including the final will be available all of the designated day but limited to 1 hour 30 minutes for each student, except for those with disabilities registered with the SAR Center.

Census date: February 2

Last day to drop classes: April 1

## Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

* Drop Policy
* Disability Accommodations
* Title IX Policy
* Academic Integrity
* Student Feedback Survey
* Final Exam Schedule

**Additional Information**

**Masks**

I am not permitted to require masks or proof of vaccination to students in my class. However, I will be masked when I give in-person lectures and strongly suggest that students attending classes in-person be masked as well, at least until there is a large reduction in COVID-19 cases in Tarrant County. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department.

**Attendance and links**

Attendance is not taken formally but is strongly suggested.

### Student Success Programs

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring by appointment](http://www.uta.edu/studentsuccess/learning-center/utsi/tutoring/index.php), [drop-in tutoring](https://www.uta.edu/ideas/services/index.php), [etutoring](https://www.etutoring.org/login.cfm?institutionid=388&returnPage), [supplemental instruction](http://www.uta.edu/studentsuccess/learning-center/utsi/supplemental-instruction/index.php), [mentoring](https://www.uta.edu/ideas/services/mentoring/index.php) (time management, study skills, etc.), [success coaching](http://www.uta.edu/studentsuccess/success-programs/success-coaching.php), [TRIO Student Support Services](http://www.uta.edu/studentsuccess/learning-center/sss/index.php), and [student success workshops](http://www.uta.edu/studentsuccess/success-programs/success-series-workshops.php). For additional information, please email resources@uta.edu, or view the [Maverick Resources](http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php) website.

**The** [**IDEAS Center**](https://www.uta.edu/ideas/) (https://www.uta.edu/ideas/) **(**2nd Floor of Central Library) offers **FREE** [tutoring](https://www.uta.edu/ideas/services/tutoring/index.php) and [mentoring](https://www.uta.edu/ideas/services/mentoring/index.php) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

### The English Writing Center (411 LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com/) (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library’s hours](https://library.uta.edu/hours) of operation.

### Librarian to Contact

Each academic unit has access to [Librarians by Subject](http://www.uta.edu/library/help/subject-librarians.php) (see link below) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

## Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Their non-emergency number is 817-272-3381.

## Library Information

### Research or General Library Help

Ask for Help

* [Academic Plaza Consultation Services](https://library.uta.edu/academic-plaza) (library.uta.edu/academic-plaza)
* [Ask Us](http://ask.uta.edu/) ([ask.uta.edu/](http://ask.uta.edu/))
* [Research Coaches](https://library.uta.edu/subject-librarians) (http://libguides.uta.edu/researchcoach)

Resources

* [Library Tutorials](https://library.uta.edu/how-to) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
* [Subject and Course Research Guides](https://libguides.uta.edu/) ([libguides.uta.edu](http://libguides.uta.edu/))
* [A to Z List of Library Databases](https://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
* [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) (https://uta.summon.serialssolutions.com/#!/course\_reserves)
* [Study Room Reservations](https://openroom.uta.edu/) (openroom.uta.edu/)